



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2001 W. Starr Pass Blvd., Tucson, AZ 85713

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Marcia Volpe
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : setmms.tusd.k12.az.us/~cholla
 Phone Number : (520) 225-4000
 Fax Number : (520) 225-4001
 E-mail : marcia.volpe@tusd.k12.az.us

Mission

The mission of Cholla High Magnet School is to create an environment in which all learners work together, drawing from our cultural and linguistic diversity, in order to achieve personal goals and contribute to an educated, productive, and flourishing community. To accomplish this, we will follow the CHOLLA influences of: Challenge, Honor, Opportunity, Language and literacy, Lifelong learning and Achievement. Charging Together Toward Excellence!

School / Academic Goals

- ü Departments will use data analysis of student work and performance to identify strengths and weaknesses. Targeted interventions are implemented as needed to address those weaknesses in order to help students meet the standards across the curriculum.
- ü To plan, design, implement, and refine common formative assessments of the essential outcomes for every course. Administer reading, writing and math assessments and analyze data to determine targeted intervention strategies.
- ü Task analyze ELL and Recl-ELL reading, writing and math performance trends by sub-skills. Target by grade level and work collaboratively to address any deficiencies.
- ü Implement SIOP strategies to increase skills across the curriculum and provide SEI training for all teachers to implement SIOP instruction. Provide AIMS interventions and AIMS Summer School to increase success rates.

Enrollment

October 1, 2005 School Year Student Enrollment : 1745
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Advanced Placement
- ü Gifted
- ü Honors Classes
- ü Law-related Education
- ü International Cultures Education
- ü JROTC Program
- ü AIMS Prep
- ü Talent Search Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school has the responsibility to provide quality educational experiences to all students. This instruction will be delivered in a safe and stimulating environment. Opportunities for parent participation in school is available.

Parents

Parents have the responsibility to send their children to school prepared to learn. Parents need to provide a home environment which is supportive of the educational process. Parents must realize the importance of student attendance.

Transportation Policy

Bus transportation is provided for students residing over two miles from campus. Parking is provided for students who drive to school. Transportation is provided for special needs and magnet program students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Over \$1Million in Scholarships for Class of 2003	2003
ü 1 Student Admitted to Air Force Academy	2004
ü \$20,000 in Motivational stipend for Youth on their Own	2004
ü Maintaining Over \$1Million in Scholarships for 2005	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	380	3907	71130	88	93	95	681	701	701	35	23	23	16	13	13	47	51	51	3	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	171	1942	35465	91	95	96	685	702	702	30	21	21	18	14	13	48	52	53	4	13	13
Male	209	1965	35648	86	92	94	678	700	701	39	25	24	13	12	12	46	50	50	2	14	14
African American	13	290	3868	100	98	95	672	679	686	38	40	33	23	14	17	38	41	45	NA	4	6
Hispanic	269	1807	25103	90	93	95	680	688	685	35	31	34	16	16	16	47	47	45	1	6	5
Asian/Pacific Islander	NC	134	1805	NC	98	98	NC	727	731	NC	10	9	NC	5	7	NC	53	50	NC	31	34
American Indian/Alaskan Native	33	115	4241	70	86	90	670	681	679	52	44	39	9	10	19	39	40	39	NA	6	3
White	62	1560	36075	91	93	95	693	719	715	24	10	12	15	9	9	53	58	58	8	22	21
Students with Disabilities	46	361	5862	58	65	71	651	659	658	67	63	63	13	14	15	20	22	20	NA	1	2
Students without Disabilities	334	3546	65268	95	98	98	684	704	705	31	19	19	16	12	12	51	54	54	3	14	15
Limited English Proficient Students	59	353	4859	84	89	93	663	658	662	61	70	64	19	10	15	19	19	20	2	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	181	1325	22957	86	91	93	679	684	685	38	36	34	18	17	17	42	42	44	2	5	5
Non-Economically Disadvantaged	199	2582	48173	90	95	96	683	710	709	33	17	17	13	10	11	51	55	55	3	17	18

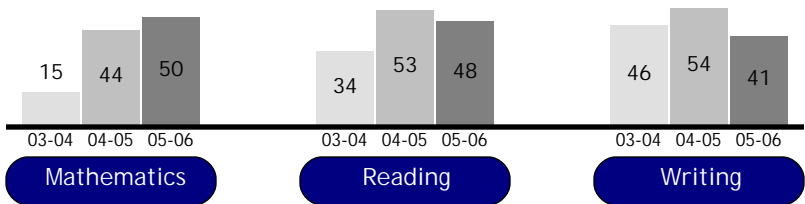
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	4113	73018	93	96	97	674	699	703	12	7	6	40	26	23	48	60	64	0	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	183	2019	36181	95	97	97	679	704	708	11	5	4	35	23	21	53	63	65	1	9	9
Male	239	2093	36816	91	95	96	670	693	699	13	9	7	43	28	24	44	57	62	0	6	7
African American	14	302	3976	88	99	96	682	677	689	7	16	8	29	32	29	64	50	59	NA	2	3
Hispanic	288	1900	25801	93	96	96	672	683	683	14	9	10	40	34	34	46	53	53	0	3	3
Asian/Pacific Islander	NC	137	1812	NC	99	98	NC	720	722	NC	2	3	NC	18	15	NC	66	66	NC	14	16
American Indian/Alaskan Native	46	128	4389	85	91	93	660	678	675	13	6	9	59	46	42	28	45	47	NA	2	1
White	70	1646	37024	97	96	97	689	720	721	7	3	2	29	14	12	63	69	73	1	14	13
Students with Disabilities	75	530	7170	87	93	85	643	652	654	24	24	23	57	48	47	19	27	29	NA	1	1
Students without Disabilities	347	3583	65848	94	97	98	679	705	708	10	4	4	36	22	20	54	64	67	1	9	9
Limited English Proficient Students	69	379	5099	95	93	95	632	636	641	36	34	29	57	55	59	7	11	12	NA	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	203	1425	23912	92	94	94	668	677	681	12	11	10	49	39	36	38	47	52	0	2	2
Non-Economically Disadvantaged	219	2688	49106	93	98	98	679	710	714	12	5	4	31	19	16	57	66	69	0	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	416	4094	72810	91	96	96	663	681	685	9	7	6	50	32	30	40	55	58	1	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	180	1999	36111	94	96	97	673	694	695	6	4	4	43	25	23	49	63	65	2	8	8
Male	236	2094	36678	89	96	95	656	670	674	11	10	9	55	40	36	34	47	52	0	3	3
African American	14	300	3962	88	99	96	678	660	675	7	18	8	29	30	33	64	50	55	NA	2	3
Hispanic	285	1889	25735	92	95	96	662	672	669	9	9	10	49	39	41	40	49	48	1	3	2
Asian/Pacific Islander	NC	137	1809	NC	99	97	NC	698	704	NC	4	4	NC	22	19	NC	60	65	NC	14	13
American Indian/Alaskan Native	44	126	4370	81	89	92	658	674	670	11	6	9	57	46	39	32	47	50	NA	2	2
White	69	1642	36915	96	96	97	668	696	697	6	4	3	49	25	21	43	62	67	1	10	8
Students with Disabilities	70	521	7071	81	91	84	624	631	634	27	25	24	59	56	53	14	17	21	NA	1	1
Students without Disabilities	346	3573	65739	94	96	98	670	688	689	5	5	4	48	29	27	46	60	62	1	6	6
Limited English Proficient Students	69	368	5046	95	90	94	623	612	621	25	36	31	71	57	56	4	7	12	NA	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	200	1407	23814	91	93	94	659	664	667	9	11	10	57	43	41	34	44	47	1	1	2
Non-Economically Disadvantaged	216	2687	48996	92	98	97	667	690	693	9	5	4	43	27	24	47	60	64	1	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	75	25	NA	42	93	34	48	51	89	30	48	52
	Language	75	26	37	42	93	33	46	50	89	28	46	50
	Mathematics	74	44	57	63	94	33	46	50	89	30	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cholla High Magnet School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Strategic Planning
- Ü School Safety
- Ü Instructional Strategies
- Ü Curriculum
- Ü Budget
- Ü Communications/Public Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	105.00
Other Professional Staff	6.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	1	0
4 to 6 years	5	4	0	0
7 to 9 years	1	7	0	0
10 or more years	16	47	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Three Writing Labs
- Ü Multicultural Literature
- Ü Courtroom/Law Library

Extracurricular Activities

- Ü Athletics
- Ü VICA
- Ü DECA
- Ü Academic Preparation for Excellence

Social Services

- Ü After School Tutorial Program
- Ü Youth On their Own Program
- Ü Safe Schools Probation Officer
- Ü Community Rep
- Ü Health Services
- Ü Native American Tutor Advisor
- Ü Academic Counseling
- Ü 7 Student Support Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of law-related education program. Partnership with Pima County Justice courts.

- ü Junior ROTC program instills in students the values of citizenship, service to the community and personal responsibility.

- ü The AIMS Intervention program focuses on student achievement through various academic instruction practices.

- ü Support programs for students preparing to attend 2 or 4 year colleges/universities.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	88	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a zero tolerance policy for violence, weapons and drugs. Substance abuse prevention and intervention programs are available. An on-site Probation Officer is available on campus. Also, Tucson Police officers are on campus during school hours.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

31

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marcia Volpe	(520) 225-4004
Transportation Policy	Norma Guerrero	(520) 225-4012
Community Resources	Tariq Rasool	(520) 225-4012
School Nutrition Programs	Gloria Otero	(520) 225-4023
Parent Organization	Isabel Valenzuela	(520) 225-4107
Student Health/Nurse	Danielle Sipe	(520) 225-4017

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 10 Copies = \$3.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.